KINDERGARTEN MESSENGER

AND

THE NEW EDUCATION.

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IN concluding the fifth volume of the KINDERGARTEN MESSENGER and NEW EDUCATION, we take occasion to thank our friends for their unwearied confidence and steadfast help. We hope they may never have reason to repent their trust, and that mutual respect may grow with mutual acquaintance. May their number continue to increase as steadily as heretofore, and may our strength and insight grow with the increasing responsibilities. In our work, we aimed to show the broad scope of Froebel's educational scheme, to encourage the toiler with accounts of growing appreciation and success, to point out new roads of efficient application and new avenues of insight, to warn where to us it seemed necessary, and to help where it seemed desirable.

This we shall continue to do to the extent of our power, fearing neither fatigue nor temporary failure; and in this we solicit the support of our good friends so long as our endeavors lead upward and onward in the light of the great master.

MR. BARDEEN volunteers to furnish our readers in the volume of 1882, a serial of the first number of our "Primary Helps." The book treats of the use of sticks and sticks and peas in developing and fixing clear notions of number and form in the primary school, and will, we trust, prove a great help to the primary teacher. The book contains fourteen large (royal octavo) plates of illustrations, which will also be furnished our readers by Mr. Bardeen.

MRS. PUTNAM suggests in a letter, published on another page, that St. Louis is the most suitable place for a more general celebration of Froebel's 100th birthday, and for a new "Altenstein Festival." We join her most heartily in the hope, that St. Louis will agree with her, and issue the invitation. There is no city in the world that has more facilities for making such a celebration a success; no city on the continent is better qualified to inaugurate that perion of broad unity among kindergartens for which every true follower of Froebel so devoutly yearns.

THE "Free German Hochstift," a scientific association that was established in Goethe's house at Frankfort, this year publishes a significant call for the celebration of Froebel's centennial birthday. In this call Froebel's importance as a factor in modern history of civilization is clearly announced. The influence of Schiller, Goethe, Herder and others upon Froebel's development is set forth, and the all-sided fertilizing effect of his labors upon all departments of education in home and school is shown. Special stress is laid on Froebel's three great ideals: the faithful observation and following of nature in the work of education, the recognition of the value of social training and organization in moral development, and the all-sided preparation of woman for her educational calling. The call invites all friends of popular edncation to take part in the celebration which it is to proposed to hold simultaneously and according to a common plan in all places, and those who are willing to join the movement are requested to communicate their readiness to *Rudolf Benfey, care of Paul Schettler's Verleg, Kothen, Germany.* The eall is signed by RUDOLF BENFEY, A. BR. HANSCHMANN, FREDERIC SEYDEL, members of the *Hochstift.* The call is not confined to Germany, but is addressed with equal warmth to the friends of the *new education* in all sections of the world, so that we feel justified in expressing a hope that America, too, will be represented among the answers to the call. Indeed, Froebel's work rests on a basis as broad as humanity, so that all

narrow national glorification of his name were almost an insult to his memory. We need no better proof for this, than the fact that his name is honored with equal reverence in all parts of the globe, and that Germany stands by no means highest in the appreciation of his work. The freedom-hating governments of Germany oppose Lamper, and pervert Froebel, although he is a German by birth and by a profound patriotism; but the freedom-loving French and Americans honor him and follow him, in spite of his nationality which—in itself—is rather distasteful to them. The same honor is due, in a great measure, to those who dare to follow him, where following him is no gain, and hence we hope that the excellent men who have signed the call will be gladdened by many a response from our shores.

Some Effects of Kindergarten.

BY M. M.

All will remember the perverted ideas of their childhood upon some subjects a little above their comprehension. George M'Donald has given us a specimen of this in one of his stories in which he records the talk of some children and their imitation of preaching. A little fellow of four years old, a sort of veteran in bad behavior, a child who evidently had had only the roughest treatment at home, was told in the kindergarten he attended, that, if he was so annoying to his little neighbors, he must sit apart from them; and one day when the kindergartner proceeded to seat him apart, he broke out with: "Oh I'm hungry—I'm half-starved, I shall soon be deaded like Garfield. and then I shall have my picture taken!—Look here," shaking his little fist at the kindergartner, "should you like to be deaded?" She answered, "It is not a polite way to speak and to do and to say 'look here!'" "Oh, no, "said he, "I'll try to be polite like you—look here (this time without the accompaniment of the fist), do you like dead folks?" "You need not say 'look here,"—can't you ask me without that?" "Oh, yes; I shall get it bye-and bye. Do you like dead folks?"

Good manners had evidently made an impression on him, and another time when he was passing 'round the water to the other children, one little boy neglected to thank him. He stood still, looking fixedly at him as if expecting something, and at last said, "Where's your manners? Why don't you say 'Thank you, Johnny?'" The boy said "Thank you, Johnny," and he passed on. Thus in a gradual way the good example works its effect.

Many mothers tell us that the children who attend the kindergartens are the politest people in the house. They come to the family table, and say "please," and "thank you," and are anxious to have the baby's face and apron washed, and ask their mothers not to say rough things, because Miss —— does not like that way of talking. It is pathetic to hear the women recount these gentle rebukes, which they do with falling tears, and wonder "how the young ladies can be so patient." One mother gave me an account of a child she could never manage. He was very obstinate and "cried at every thing." But after going a while to the kindergarten, he became perfectly obedient and "got over all his bad ways except the crying." I asked what made him cry still. "Oh, I don't know, and I punish him for it every day." "Punish him!" said I, "Why do you do that? No doubt the child has some reason for crying, and if he is so good in other ways, I should try to find it out. I should pity him and sympathize with him, and then, I think, he would tell you; but children who are treated harshly are afraid to tell what troubles them. Perhaps he does not feel well." "He is very delicate, ma'am." "Well, pray do not punish him any more. I think it is cruel. It is wonderful that he tries to be so good, and I should be satisfied with that." "Well, true for you, ma'am; I think you are right." I then told her of one of my children who was very delicate and whom I always pitied and soothed instead of punishing him when he dip wrong, and who opened his whole heart to me, and all its wants and pains. I think I gave her an idea that will save that child.

One day some one knocked at a poor woman's door, and when it was opened, a child in the room said "Oh, that is the kindergartner." "Oh, you blessed woman," said the mother. "Yesterday my husband came on in a hurry for his dinner because he wanted to go to a meeting, and he was swearing and tearing and striking the children, while I was hurrying to get it ready, for it was before the time. Jemmy said to him, 'Pa, they say in the kindergarten that it is not polite to keep your hat on in the house, and they don't say hard words.' His father walked right backwards and sat down and said: 'I will be polite, too, Jemmy, and will not wear my hat in the house,'—and he has been as good as pie, ma'am, ever since."

Books and Pamphlets.

Four Lectures on Early Child-Culture. By W. N. Hailman. Milwaukee: Carl Doerflinger, 1881. Price: Paper, 25c.; cloth, 40c.

The lectures treat successively of the Laws of Childhood, the Soul of Froebel's Gifts, the Specific Use of the Kindergarten, and the Kindergarten as a School for Mothers.

We have received from the *Bureau of Education:*

1.) The Discipline of the Schools, a reprint of an article, by Hiram Orcutt, first published in 1871.

2.) Education and Crime, a report of J. P. Wickersham tn the National Educational Associational Association, setting forth the usual conclusions.

3.) Proceedings of the Department of Superintendence of the National Educational Association at its meeting at New York, February, 1880. With the exception of the ridiculously conceited address of the Hon. A. P. Marble, a valuable contribution to educational literature.

Treasury of General Knowledge—Part I. By Celia Doerner. Cincinnati and New York: Van Antwerp, Bragg & Co.

This is the rich fruit of intelligent work on the part of an earnest teacher. It contains in its first part simple well-asked questions on Natural History, the Human Body, Science, the Arts and Industries, home and school, field and forest,; and in the second part good answers to the questions. Every primary teacher will find in it an inexhaustible treasure of excellent suggestions, and even as a text-book it will do good service in language lessons and object lessons.

Five Little Tadpoles.

Five little tadpoles
In a pleasant home,
All among the mud and water
How they loved to roam!

Five happy tadpoles
Playing in the sun;
Or, if the rain came,
Waiting till 'twas done.

Five little tadpoles
Once took a ride,—
Five little polliwogs,
Swimming side by side.

Five little tadpoles
In the merry month of May,
Up at the window staid
All the livelong day

"Queer place this," said they,
"But we don't much care;
Only, it seems to us
All the people stare.

"Should't think they ever saw
A tadpole before;
Don't see why, though,
For there's plenty more."

Five little tadpoles
Growing very fast,—
Five great frogs, perhaps,
They'll be at last.—*Church Union.*

Children's Self-Direction Developed by the Kindergarten.

BY E. R. P.

The question is sometimes asked if the kindergarten does not make children less self-directive, or more dependent on others. The following extract from a letter of Miss VanWagenen of the Charity Kindergarten, at the Anthon Memorial Church, answers this doubt. The letter was written in August, but not intended for publication.

* * * * "I am somewhat impatient for the time to come to open the kindergarten, and in visiting my children I find their desire to begin work no less strong. In passing the other day through West Forty-ninth street, from which so many of my children come, my ears were greeted with the sweetest sound on earth —the singing of children. I passed up one of the alleys and saw a number of my little tots in a circle, playing and singing their much-loved kindergarten games, while at every window there was a listener —a mother, a rough-looking father, boys who looked enviously on these gentle ones and whom I longed to take into my garden. The parents told me that these same children had their kindergarten sessions each day, and a kindergartner was appointed whom they called Miss Louise; they prepared squares of newspaper every day, which they folded, cut mats and slips, sometimes using straws for slips—the busy little birds. Symetimes one of the mothers made flour-paste, and the little ones pasted their cuttings on brown paper and made symmetrical figures; some one was known to buy these pictures, and the few pennies they brought were used to buy prettier material. 'The little cross old man over the way gave two sheets of colored paper'—*(he felt the influence and was blest.)* Dear friend, this is some of the quiet work Mr. Newton is doing. It does not sound much; but oh, how much it is to me! The mere fact of these rough, disorderly, sometimes very bad tenement-house women meeting on this common ground and learning ways of pleasantness and kindness from their own children;—this encourages me, and I know *the Father smiles.* I must have this fall a regularly organized meeting for the mothers—and fathers, for the fathers need it, too. The father of two of my very little ones is a stable man, and not of the best, but he comes round to the kindergarten at half-past twelve to hear the songs and to see the children say their farewell. He is being helped. It is a lovely sight to see this great, coarse-looking man going down the streets, followed by a host of little children, clinging to him."

A MOVEMENT has been organized to erect a monument to Froebel at Blankenburg, in honor of his centennial anniversary; also to establish a memorial model Kindergarten at this place, where Froebel established the first Kindergarten in 1840. Over 1500 *marks* have so far been subscribed for this purpose. Will our friends do something, too, in this direction?

KENOSHA, WIS., is about to attach a kindergarten to the primary department of the public schools. This success is due, doubtless, to the untiring efforts of Mrs. F. A. B. Dunning, from whose pen a number of very valuable contributions were printed in the early numbers of this volume of the *Messenger.*

MISS CYNTHIA P. DOZIER, one of Miss Blow's leading assistants, is thought of as a directress of the Kindergarten work planned for the Milwaukee schools.

GENEVA *(Switzerland)* has 55 public Kindergartens with 3072 children.

[Copyright Secured.]

Phenomena of Child Life.

BY ELIZABETH P. PEABODY.

The Social Science Society has proposed that there should be collections of facts—observations of children—to serve as a basis for induction of the science of childhood. Its first attempt was entirely of physical phenomena—indications of inherited tendencies—valuable undoubtedly in their place, for the human being of *body* as well as mind and heart; but the tendency of what is called *advanced thought* seems to ignore *entirely* mind and heart, which are the divine inheritance, thus bringing back the old theological doctrine of total depravity, or at least an original inherited depravity; and by giving it the fatality of necessity—tending to quench hope and the moral effort inherent in the sense of sovereignty which is man's characteristic of free-will. In making observations on child life, to collect facts for a real science of childhood, we must observe the spontaneous manifestations of the free spirit, beginning with the new born babe, which does indicate *spirit* from the moment when it recognizes *with a smile* the human love. Mr. Emerson has made this observation, for he says—

> The babe, by its mother,
> Lies bathed in joy;—
> Glide the years uncounted,
> The sun is its toy—
> Shines the peace of all being
> Without cloud in its eyes,
> And the sun of the world
> In soft miniature lies.

Ruskin has also recorded many observations of the same character, drawing attention to the overflow of joy in every motion of body and mind, as being so entirely out of proportion to their *occasions*. The self-active spring of the infant in its mother's arms, the bounding of the little child at play, notwithstanding the whole earth's force of gravitation,—are proofs that the soul levitates by spiritual law, as truly as the body gravitates by physical law; and that spiritual and physical law are not identical,—spiritual law being essential freedom communing with God; physical law necessary force in correlation with all other forces.

I propose, therefore, to commence a series of papers, recording the facts and words of child life, that have come under my own observation,—to be gathered up, bye-and-bye, into a volume; and will gladly insert therein any observations of others, sent to me over the writer's own name as a voucher for their verity.

Induction from the facts I have known, has corresponded in my own mind with deduction from first principles, *constitutive*, as it seems to me, of the mind; verifying Froebel's conception of childhood as "God with us,"—which is the first word of the Christian revelation, according to the first preachers of the GLAD TIDINGS sung by the Grand Angelic of the Babe of Bethlehem, who never lost the primeval balance,—thanks to the holy mother who "pondered the child's saying in her heart," as he "grew in wisdom and stature, and favour with God and man," into manifestation of Ideal Humanity, the image of God everlasting.

Is not this ineffable revelation made more intelligible by considering that there is no distinction of tense in the Hebrew language, and that the literal translation of the first oracle is, *So God is creating man in His own image*. Man unfolding and progressing harmoneously is the image of God creating—and hence, by a self-respecting and loving communion of the children of the common Father with each other they become one in God,

> Whose eternal form doth still divide
> The eternal soul from all beside.

(To be continued.)

THE PUBLISHER is sufficiently encouraged by the success of the *Messenger and New Education* during the past year to warrant him in promising our readers that he will "go on next year as before, profiting by experience and registering manuscript," so as to avoid such serious loss and delay, as the one that has occasioned the double number for November and December. In addition each number will contain one or two plates of kindergarten-work. Will not our friends turn out and aid him in his generous effort?

MISS PEABODY has sent us a report of the remarkable meeting of the American Froebel Union last spring, on the occasion of Froebel's birthday. The report contains valuable papers by Rev. R. Heber Newton, Hon. J. W. Dickinson, and Dr. Bartol. It furnishes rich material for the volume of 1882.

WE learn that Dr. Joy Jeffries of Boston has made arrangements with Prang & Co. for an American edition of Dr. Hugo Magnus's Color-Chart, of which we furnished a description in the September number. We rejoice to see this matter in such exceptionally competent hands.

Blue Ray.

[A Story for the Kindergarten.]

A little ray of blue light—we will call it Blue Ray—for if she is flitting round like a bird she must have a name, said to herself:

"I am going out of the rainbow a little to play about by myself."

So out she sprang and alighted upon the back of a bird that was flying by, and painted its wings the very color of the sky on a fair day. After playing up in the sky a little while, the bird flew down towards the earth, and Blue Ray saw a little baby that was just born lying on a bed near a window. Blue Ray darted into the window and painted the little baby's eyes a soft blue.

"Oh what pretty blue eyes my baby has!" said its papa when he came to look at it.

Then Blue Ray painted the dress of the baby's mother with blue stripes, and when she had done that she jumped upon the window sill ready to fly away again, but Blue Ray had no wings of her own, so she sprang upon a butterfly that was passing by, and while the butterfly carried her through the air she painted a blue border all around its wings. Blue Ray was very kind; she liked to make every one happy. She went down into the garden on the butterfly's back, and the butterfly settled upon a flower and put out its long tongue to find some honey in it, so Blue Ray painted the flower petals blue. Then Blue Ray met Yellow Ray, who was playing about too, and Yellow Ray said:

"Let us join together and make green light, and then we will paint the grass. The grass looks very brazen, for the snow has hardly gone. When we have made the grass green, the leaves of the trees will grow, and then we will come again and paint them."

So they painted all the blades of grass and the clover which was just springing up. They painted the strawberry leaves too, so that they might grow quick, for the strawberries ripen very early in the spring.

Blue Ray said to her cousin, Yellow Ray, "All the Blue Rays are my sisters, the other rays are my cousins."

"Good-bye," said Yellow Ray, "I must find some of my sisters and paint some crocuses. I see them bursting through the ground."

"And I will paint the blue-eyed grass," said Blue Ray, and then I will come and help you paint the crocus leaves when they grow," and away Blue Ray flew on a dragon fly. She painted pretty blue round spots on the dragon fly's thin wings and on his body too, so that every one who saw it cried out, "Oh what a splendid dragon fly."

Blue Ray liked so much to make things look pretty with her blue light, that she did not go back to her sisters in the rainbow all summer, but jumped from one thing to another and painted every thing that liked to be blue. She often sparkled in the rain drops when the sun shone out after a shower, and in the morning dew-drops before the sun dried them up. The last flower she painted blue that summer was the gentian, but one day she met her cousin Red Ray, and Red Ray said, "Oh please to come with me and join with me to help me paint the purple crocuses that grow the very last thing in summer." So they jumped upon a butterfly's wing, and kissed each other, and joined together to make purple light for the autumn crocuses. At last all the flowers were gone and all the rays of light in the rainbow amused themselves by dropping down upon the trees and painting them of many colors; and then the wind blew them away over the brazen grass, and little children ran to pick them up and save them to look at in the winter when the frost should come and no more leaves could grow.

One cold winter's day it rained, and then the rain-drops froze upon the trees, and the beautiful rays of all colors came and sparkled in the ice-drops whenever the sun shone, and made the whole world look glorious.

M. M.

MISS PEABODY sends us the prospectus of Miss J. Trautmann, 4312 Silverton Avenue, West Philadelphia, who proposes to establish a "Home for Little Folks," where it will be her "utmost endeavor to give the children, entrusted to her care, a real home." For the youngest children a competent kindergartener has been engaged. Miss Peabody says: "I send you this prospectus, because there are widowed fathers who would be thankful for such a home, as I believe Miss T. will make for little children."

IN THE VOLUME of the *Messenger* for 1882, we shall print a series of articles on *Child-Life*, by Miss Elizabeth P. Peabody. These will contain portions of her valuable lectures to the training-classes never before published, and also much new material collected in a rich life, remarkable for the loving observation of childhood.

Froebel's Views on the Study of Natural Science.

BY R. BENFEY

"Did you see Lenz?" asked Froebel, when I entered his study early in the morning of the 6th of June, 1852.* "Yes, I carried out the programme of my journey as I had planned it with you, * * * * and yesterday I spent the greater part of the day with Lenz, examined his collections, and discussed his principal works and plans of teaching." "Well, what do you think of him? Is he not a remarkable man?" I assented, of course. "Yes," said Froebel. "it is no wonder that his works on Natural History should have exerted so great an influence."—"I am most deeply struck," said I, "with his ways of connecting in his instruction the technological facts with the Natural Sciences, with the purely fundamental laws of Natural Science."—"That is the very thing that connects him so closely to me. He is one of the few teachers who understand the wants of childhood. The child does not want to be overwhelmed at the outset with too many details in Natural Science. Only listen to the questions they ask of the grown people. They may have become interested in the work of the artisans: 'Papa, does the shoemaker make only shoes? Who makes the boots?' The child would extend its scope concerning all things with which it comes in contact. Between the sixth and tenth years it is no longer sufficient to know that bread is made from wheat; the child wants to know as nearly as possible all the intermediate processes, how the miller manages, etc. With wonder the child observes the various tools of the miller. It is particularly interested in the wheels. Here, in Thuringia, nearly every child manufactures a small mill-wheel, and sets it up in a brook. If the making of such models were encouraged and continued, the reaction upon the child would be powerful. Here Natural Science should come in. These things should furnish the starting-points for instruction. If we should begin instruction in botany, as was done in my boyhood, with the enumeration of indigenous and exotic plants, the children would lose patience. They have no chance to obtain an insight into the relations of bud, leaf, and blossom, they are fed with generalities instead of individual details. The same is true of physics; not the general properties attract the child, nor particular experiments; the points of contact with the child's life must be found."

We had touched upon this and similar questions in a previous interview. I reminded him of this and of what he had said at that time, that facts which play a part in the child's life should be placed foremost in instruction, and that those should furnish the starting points for advance into realms of Science. He continued: "Yes, I think I have found the facts and phenomena with which the instructor should begin. If the child in the Kindergarten has observed the life of the plant from the planting of the seed to the ripening of the fruit, it has an impression which has taken a firm and permanent root in the mind. From this on, we can safely progress with it in botany, for all new knowledge will be in harmony with the original observation and will extend the scope of this. If the child has gradually watched the whole process of germination in the case of the bean which can be so easily observed, if it has been able to follow the ascent of the plant from leaf to leaf, the modifications in the leaf-forms in their unfolding from the bud; if it has seen the gradual opening of the blossoms, their falling, and the subsequent growth of the fruit,—it will have obtained a living image of the plant and with it a decided insight into all connected facts and phenomena. Every new observation will assimilate with this. For animal life, I know of no better introduction than the observation of the metamorphosis of a butterfly or moth."

"In this I fully agree with you," I replied. "I have felt the truth of this from earliest youth. In my eighth year, our father bought a large garden, to which I turned my steps in summer after instruction hours. In this garden, it was a great pleasure for me to observe the life of animals. Every snail, every bug, was for me a new discovery; but I was specially amazed when my brother told me that the magnificent rapidly flying butterflies came from the slow-crawling caterpillars. I stood before the caterpillar, and doubted the possibility of the change. When, afterwards, a school-mate told me that he had had a caterpillar in a box, that it had changed into a pupa, out of which a butterfly had come in due time, I was overwhelmed and envied the children who were more skillful than I. Every good teacher should, like Lenz, show the children many animals and other natural objects."

"This is just what I always admired

*Fifteen days before his death.

most in Lenz," added Froebel. "The great number of animals he kept and showed his pupils, and which they were led to observe, gave him points of comparison for all facts in Natural History, and made him so successful as a teacher." * * * * I requested Froebel to turn to the subject of natural science, since I was specially interested to have a connected idea of his views on the subject. "If," he said, "we have found suitable starting-points for botany and zoology in the previous suggestions, it is most natural to proceed with the answers of questions that force themselves on every child.

"Of course, this would exclude systematic Natural History; it would be necessary, first of all, to consider the technological features of the subject. These are of the greatest interest to the child. They want to know how clothing and food are prepared, how building is done, etc. Hence it is my opinion that these things ought to furnish the first subjects of instruction. Food, especially bread, is of the highest interest; meat arouses as yet, little curiosity, since its use is not attached with so many strange operations. A meat-shop offers scarcely a puzzle; but at the bakery the child suspects many mysterious things; and still more at the mill. Clothes and shelter belong to a higher grade, but bread should be taken up immediately after the connecting class.

"The preparation of bread, it seems to me, should furnish in the elementary school the foundation of all instruction in Natural Science. We speak with the children of the growth and development of wheat from sowing to ripening; and of the subsequent work of man."—"This recalls the beautiful little song of the farmer in the Kindergarten," I added.—"Yes, indeed; but this is now discussed in detail. A threshing-flail is brought in, and its action shown, this brings us at once to mechanics, to a consideration of the lever and related objects. How easy it is to bring in, for instance, the scales, and other contrivances depending on the same laws. * * *

"Further on, we come to the mill. We let the children build the model. This excites new questions of interest. The mill must be protected by a house: but the children are put off, that still so much is to be settled first concerning food, and we proceed to the baker and the sale of bread. Much that refers to the process of baking will have to be merely touched upon, because the children cannot understand it yet. Other artisans that also care for food may then be touched upon rapidly, and the first group rounded off. By this time a lively interest has been aroused in building. Of this we avail ourselves. The building is described; the various parts cut out from card-board, and put together with paste. This brings us a step further in Physics. We speak of the centre of gravity and we gain many new ideas. The mixing of mortar which interests the children on account of the effervescence we dismissed on a former occasion."—I assented.—"Thus you see," he continued, "new things are reached again and again, and if I should go on and show how, at a subsequent stage, textile fabrics come to the foreground, clothing, and various tools, and utensils, etc., you would see that I have in my mind an image of the fundamental ideas corresponding with the first year of school. I have, indeed, brought them into connection with all the practical exercises; but if I should arrange them all systematically, I should require a year's time. O, give me time," he added, "to arrange all that my life and observation have revealed to me and what I could not as yet formulate. O, give me time! and I shall be able to do something truly valuable for education. Then I could show that my Kindergarten is not merely an addition or accessory to the school, but a foundation on which a new school is to be built." He went to the window and looked sorrowfully upon the landscape. "Shall I be able to do it? Who knows how far the evening of my life will be spun out? Well, if I cannot do it, my successor will. Then you must help, all must help."

Froebel in the Elementary School.

In a delightful pamphlet* containing four lectures, delivered last winter for the benefit of the Froebel kindergartens of Zurich (Switzerland), we find an interesting account by F. Beust, director of a flourishing private school in that city, of his efforts to transplant the fundamental ideas of Pestalozzi and Froebel to the elementary and "*real*" classes of his own school.

With Pestalozzi and Froebel, Professor Beust bases his work on mathematical considerations; but, unlike them, he makes use of actual concrete measures of magnitude and weight, holding that through

*The description of the pamphlet will be found under "Books and Pamphlets Received."

frequent occupation with various measures and weights, the children gradually learn to use abstract numbers spontaneously. He subjected Froebel's material of occupation to thorough modifications in order to give it a determined character. He uses these things no longer as representations of abstract ideas, but as actual measures of all possible descriptions.

"The entire material is systematically arranged for the children. Sticks one and two inches long, and ten-inch strips of paper are given to each child, in a suitable box; afterwards sticks one to ten centimeters long and strips of one decimeter; again pieces of card-board of one, ten, and one hundred square centimeters surface; eight one-inch cubes of eight different kinds of wood in building-box 1; a large number of cubes varying in size, of square, rectangular and triangular prisms, arranged in three additional boxes. In order to enable the children to arrange or put up solid and hollow measures in large quantities and in certain fixed forms, we have had such bodies made also on a larger scale. The weights are in sets of pieces of zinc weighing $\frac{1}{100}$, $\frac{1}{10}$, $\frac{1}{2}$, and 1 gramme, or 10, 100, 1,000, 5,000, and 10,000 grammes, the smaller ones in greater number. To every school-desk a pair of scales can be fastened and *is* fastened for the use of two or three children. A great number of imitations of coins from 1 *centime* to 20 *francs*, and of bank-notes of 100, 500, and 1000 francs are in the hands of the children during instruction."

The mathematical notions of the first and second classes of Mr. Beust's school are derived from work and play with this material. With the sticks and cubes symmetrical figures are laid. These (in most cases the inventions of the children) are drawn; the measures appearing in the drawings are determined and noted on the drawing as perimeters and areas.

"Arithmetical problems within the limits of four operations are laid and practically carried out with the objects. In addition and multiplication, the inches, centimeters, grammes, and, later, the francs are laid under each other as units. To the *left* of these the tens, hundreds, thousands are placed; and to the *right* the tenths, hundredths, etc."

In subtraction, the minuend is laid and the subtrahend actually taken away, the operation of "borrowing from the next higher order" being also actually performed. In division, it is easy to make the difference plain between measuring and dividing into parts.

In the work with weights, the different cubes of box No. 1 are first weighed, and on the basis of these weights, problems within the limits of 100 and 200 are solved. In the third elementary and first *real* class hollow cubes of 1 centimeter and 1 decimeter are filled with water, weighed, the weight of the cube subtracted, and the weight of 1 liter of water determined. Similarly, cubes of different metals are weighed, and their specific gravity found and used in problems. Certain coins are weighed, and the weight of certain sums computed, or the value of certain weights of metal calculated.

For the purposes of securing clear ideas of geometric forms, Mr. Beust makes use of the square folding sheet. In the first class many ornamental forms have been obtained from it; in the second class the square as such is first pasted on one page of an exercise-book, and on the opposite side all that can be counted, measured, and distinguished is written down. Folding and cutting furnish all that is needed for the elementary notions of plane geometry, and drawing and painting serve to ornament the forms obtained and described.

Of course, the most comprehensive work is done with solid forms. In the first class, cubes were used for symmetrical arrangements to secure notions of faces; in the second class and through all the succeeding classes, the solids are subjected to study in all their dimensions. The various solids of the boxes mentioned above are drawn, their edges measured, the areas of their surfaces and their own volumes determined. No rules are given, but logical order in the calculations is induced and insisted upon. At the same time, representations of similar solids of various sizes are worked by the pupils from card-board. Of course, the cube again is the first form. The six squares forming its surface are drawn carefully and neatly on pasteboard, cut out, suitably folded upon each other and pasted. The representation of the resulting body is again drawn on paper, and its volume calculated; and so on with other mathematical solids. In the advanced classes, the cube is divided into squares and other rectangular prisms, into pyramids and a number of other forms, each resulting from studies.

A remarkable feature of the work of the school is presented to us in the numerous excursions of the little pupils. The smaller children of the kindergarten and the first two elementary classes have frequent "afternoon walks." They collect

pebbles, leaves and blossoms of certain forms or colors. The leaves and blossoms are pressed and dried, pasted into a suitable scrap-book and copied in drawing. In the school, models of houses are drawn and painted. With wooden models of houses, building-blocks, and sticks, given localities are represented. Entire streets and quarters of the town are built up in this way, starting, at first, always with the school-house as a central point. With the help of the sand-pile, hills and mountains are thrown up, tunnels dug, etc.

The pupils from the third class and upward are taken every year on twenty-eight carefully planned, more extensive excursions, embracing the whole canton of Zurich and portions of some of the adjoining cantons. Valuable material is collected for instruction in Natural History, Geography, and History. Plants, insects, and minerals are brought in, studied, classified, preserved; maps of the country traveled over are constructed, the larger pupils furnishing relief representations from suitable material; places of historical interest are carefully explored. It is needless to say that in these exercises the children are under strict discipline, but a discipline which the child is glad to obey, since it feels that its pleasure depends upon submission to the requirements.

Excess of Material of Instruction in Schools.

BY DR. P. C. PLANTA.

II

It is scarcely safe to speak of *imagination* in this age of electricity and steam; and yet not the artist and poet alone, but every one who would create something independently needs imagination. The artisan as well as the business man, the farmer as well as ths theologian and lawyer, the statesman as well as the general, must have an ideal whose realization he seeks. Now these ideals, these aims of independent effort, cannot be mere repetition or copies of what one has seen or learned, but original ideals formed by selecting and joining from the stock of experience and information what seems best, most expedient, most nearly perfect. For this, imagination is needed; for it alone can awaken the ideas and impressions slumbering in the mind, and unite those which seem suitable. Imagination alone enables man to create the new and the better; without it he cannot rise above the stage of imitation; on it all progress in individuals and nations depends Thus the Chinese and Japanese, although highly susceptible to external impressions and skilled in mechanical arts, have remained for ages on the plane of imitation, because they are deficient in the power of forming new and better ideas.

Invention is simply the realization of an independently formed ideal, and, in a broader sense, every work of the artisan or of the artist may be so classed, if it rises above mere imitation or repetition. If, then, human progress shows itself in inventions, the former, too, consists mainly in the realization of ideals.

In our moral conduct, too, progress and perfection rest on the power of forming ideals. Thus the teachings of Christ appear to us as ethical ideals.

Of course, thought is needed in the formation of ideals; for fancy and memory can furnish only the material, but thought alone can join ideas correctly, co-ordinate or subordinate them properly, and thus produce a harmonious whole. Only under the guidance of thought, imagination becomes creative; without thought, it is a fire in which the mind consumes itself without profit and to no purpose.

If, then, mental productivity rests on the co-operation of thought and fancy, it is clear that the training of the latter should be one of the tasks of the school.

Now, what is it that sets thought and fancy in motion, and gives them the direction and aim? It is a certain general tendency of thought and feeling, based on the relations of the individual to the surroundings and to his fellow-men. It rests chiefly on the law of attraction and repulsion, and is manifested in a desire for a certain sensual or spirtual gratification. From this tendency spring all the motives of action. This is equally true of the sensual motives, and of the spiritual, such as love, ambition, desire for glory, love of knowledge, etc.; but also of the artistic, resting on the pleasure aroused by symmetry and harmony; and finally, of the religious ideas which control man's thoughts and feelings when he rises to a presentiment of his intimate connection with the universe, and with the great mysterious cause that controls its immutable laws.

Now, if this tendency of thought and action is the source of all human activity, and particularly of all productive activity, it is clear how important the influence of education must be in determining this tendency, how essential it is that this tendency should be towards the high ideals

of humanity which alone can secure noble aims and impart the strength and perseverance needed for their attainment. If this tendency rises to the plane of enthusiasm, i. e. to that condition when the soul will be pacified and satisfied only by the realization of the ideal, man attains the summit of creative power. And is there, indeed, any great or sublime achievement in the history of man that was secured without enthusiasm?

It is evident, then, that this tendency of thought and action determines the entire ethical personality or the character of man. However much thought is to guide and control mental activity, it is no less true that the direction of thought and fancy, their height and depth, their power and persistence, depend on the tendency of thought and action, respectively on the character. It is, therefore, safe to assert that only a noble and profound character can create great and lasting good; provided, of course, that the corresponding force of will aid the effort.

III.

If it is true that the tendency of thought and feeling determines our ethical personality or our character, it is equally true that this personality can reach expression only by *force of will;* and if it is true that this tendency of the mind incites thought and fancy to the formation of ideals, it is equally true that this tendency must become a strong *will*, that we may be enabled to attain and realize these ideals, i. e. to make them the guides of our conduct. As the richest knowledge advances inner culture but little, if it is not controlled by thought,—so the most beautiful tendencies in thought, fancy, and disposition have no value in life, if will does not translate them into action. Hence it happens frequently that energetic men of medium or even of inferior talent, accomplish much more than even a genius who lacks force of will. Only this enables man to overcome internal and external obstacles; and this struggle with obstacles is indispensable, if man is to consciously control his personality; and if he succumbs to them, his personality is destroyed, and he has lived in vain for himself and others.

Will-power, too, if it is not to act blindly, must be controlled by thought; for it should be based on a just estimate of the value of the aim to be attained, of the means to be employed in its attainment. More particularly, in order not to degenerate into pernicious self-conceit, it should accord with the talents and capacities of the individual. Man's will must be rational, i. e. he should will only the possible, only that which is right, but this he should will with all his might, so that it may be attainable. Within these limits it may be justly said that man can attain what he wills, i. e. provided he wills *rationally*.

To will with all possible energy and persistence what lies in our power—not more and not less—is the principle which leads man most safely to a satisfactory existence. Indeed, only men who live fully in accordance with this principle make upon us the impression of perfect integrity; and it is mostly the solidity of a rigid will, resting on correct self-estimation, that renders many heroes of antiquity so imposing.

If it is force of will that enables man to unfold his personality and to overcome the obstacles that oppose its assertion, then we may hail it also as the source of love of freedom; for is not this love of freedom simply an insintctive yearning to remove the obstacles that hinder the full development of individual power? The school would then do a service of very doubtful value, pedagogically as well as politically, if it should weaken the force of will for the sake of knowledge.

In conclusion, a few words about *character*. This term designates conscious action according to certain principles and convictions with reference to our social and moral conduct. I repeat that it should be *conscious* action, in order to distinguish it from merely habitual actions. Character is, in the first place, ethical, and proceeds from the general tendency of thought and feeling; but the principles on which it rests are abstractions, and, therefore, the result of thought. Character, too, can become efficient only with the aid of force of will; for the very essence of this is self-determination, the ability to direct thought and action to a fixed aim.

Character puts upon the ethical personality a stamp, as it were, which enables one to foresee that under certain circumstances the person in question would act in a certain way. Only *man* has character; on the brute animal certain rules of action may be impressed, but not character. In character and force of will, the *personality* of man attains its summit; they, more than knowledge, make him master of his fate. If they are based on ideal tendencies of thought and feeling, the inner culture of man is complete, and he is on the road to reach his destiny.

Public Kindergartens at Milwaukee.

[We publish below Superintendent Mac Alister's report to the Executive Committee of the Board of Education, on the establishment of public kindergartens in that city. Our readers will rejoice with us at the prospects opened by this report.]

Gentlemen: I beg to submit the following facts and suggestions as a basis for the consideration of the questions pertaining to the organization and management of kindergartens.

First—The need of kindergartens will be apparent from the following figures. The number of pupils enrolled in the schools during the present month under 5 years of age is 642, and the number more than 5 and under 6 years of age is 1226. It is safe to say that of the children belonging to these two classes at least 1000 are too young for any kind of school training. The kindergarten is the only proper place for them; and if training of this kind were provided by the board it is very likely that as many more would be found seeking its advantages. I feel confident that within three years from the time kindergartens are organized in connection with the public school system, the attendance will reach 3000.

Second—The present facilities for kindergartens are quite limited. Probably not more than ten rooms could be made available, which would accomodate about five hundred children. But the increase of these facilities would be the most economical and desirable mode of enlarging the public school accommodations of the city. A considerable number of kindergartens could be built for the same expense as a single district school; but the kindergartens would be scattered throughout the city and could accommodate twice as many children at a single large school. No land would be required, as room could be found for these buildings on the same lots with the existing school houses. I need not repeat a fact the board already realizes so fully, that it is at the bottom of the system that more school accommodations are needed. There is more than room enough for the upper grades. These kindergartens would therefore solve what is perhaps the most important problem the board has to deal with, while introducing methods of training for the younger children, which all authorities are now agreed in regarding as the most urgent need of popular education at the present time.

Third—I have made careful inquiries and estimates as to the cost of maintaining Kindergartens and am happy to be able to state that the cost need prove no obstacle to their establishment. If the cost of purchasing the rooms be averaged over a number of years, the Kindergartens will, I am sure, effect a considerable saving in the important item of expense. The original cost of equipping the Kindergartens with the gifts of a permanent character will be the chief outlay; but in no event need this exceed $4 per pupil, and with proper care these appliances will last for many years. The current expense for the material consumed in the more advanced occupations should not exceed $1 per annum for each pupil who goes through the entire course of training, and I believe that means can be invented which would make this less. If the mode of supplying directors for the kindergartens recommended below should be adopted, the amount required for salaries should not be higher than is now paid to teachers on the existing basis of apportionment. It will thus be seen that the total expense of maintaining kindergartens is largely in the item of material consumed—an amount so small in the aggregate that no objection can be urged on this score.

Fourth—I beg to suggest that the best mode of organizing the system would be the appointment of a fully competent person to act as director of the Kindergarten now in operation at the Normal school and chief director of the kindergartens as they are opened throughout the city. It would be her duty to train the assistants, to give the necessary instruction by lecture and otherwise at the Normal school Kindergarten, and to supervise the work wherever carried on. A number of the primary teachers now in the service of the board might by a course of training be converted into kindergartners. This would give us a sufficient supply of directors to begin with, without any increase of salary. Each kindergarten would need at least two assistants to each director; but for some time to come at least no salary would be paid to these. They would hold the same status as normal pupils, and the service rendered by them would at the same time be the training they are receiving to qualify themselves for the position of director. Care would have to be exercised in selecting these assistants, as more volunteers would undoubtedly present themselves than could be used, or developed into kindergartners fitted by nature and culture for the important work required of them. Directors would only be graduated after full training, and strin-

gent examinations as to their qualifications, and when duly appointed should receive the same salary and advancement as is now paid to graduates of the Normal School. I need say nothing as to the importance of securing a chief director of ability and education, of thorough knowledge and an enthusiast in the work. Much will depend on this selection, but I have no doubt a person suited to the duties and responsibilities of the position can be found.

Fifth—I would respectfully recommend that until the system can be fully organized, no effort be made to start kindergartens in the schools. We have no teachers qualified for the work, and harm might be done in attempting to begin with inadequate means and appliances. But there need be no delay in going forward with the work. The board having decided to make the kindergarten a part of the school system, there is no reason why the organization should not be completed at once, and work begun whenever suitable conditions can be found.

The foregoing suggestions and recommendations are respectfully submitted, with the further assurance on my part, that I shall be most happy to further in any way within my power a movement in which I am deeply interested, and which, I am sure, will do more to commend the public schools of the city to the confidence and support of our people than any measure that has ever been adopted by by the board. Respectfully submitted,

Jas. Mac Alister, Supt.

The New Education.

BY PROFESSOR MEIKLEJOHN, ST. ANDREWS, SCOTLAND.

III.

Now, the training of the senses includes a training to a connected series of observations of color, form, and size; of lines, angles, and figures; of number, and combination; and to this end Froebel devised a set of what he calls GIFTS. He called them *gifts*, I suppose, to set them in marked opposition to what we call *tasks*—a word which is just another form of *taxes*—that is, something laid or imposed on us, as a burden to be borne.

I. The first gift is the ball. The balls are made of bright-colored soft worsted; and Froebel selected this form as the simplest, while it is the most complete, of all forms. He devised many kinds of games and exercises in connection with these balls. They are of different colors, and each has a string attached to it. The children are shown how to raise, to lower them, to pass them to the left hand, and then back to the right; to pass them to each other; to tell their color; to tell their number; to do this now quickly, now slowly, at the signal of command—at once, exactly, and altogether, like a little regiment. It may be objected at once that this is only drill. Yes; but it is kindly and rhythmic drill; and the child learns from it, among many things, certainly two: order, and the power of pleasant and harmonious action with others. A regiment cannot act in the field until its drill in the parade-ground is perfect; and in the same way, then, children are prepared for the nobler battle of life. Miss Shirreff wisely says: "The repression of selfishness is a leading object. Nothing in the child's whole training is for one alone; there is emulation, but no competition for rewards, and the children's temper is saved from irritation by the absence of all that souring influence that comes from impotent effort and straining over solitary tasks."

II. The second gift consists of a sphere, a cube, and a cylinder—all of wood. In looking at these the child becomes aware of strong contrasts, and has to employ his power of comparison. There are square sides and round sides, lines and surfaces; and a great deal of questioning comes into play, while a great deal of experience is stored up in the child regarding the differences between the qualities of these objects. The child lays up a stock of experiences which are the germs of geometrical truths; and when these geometrical truths come to be presented to him, they are at once appropriated—they are not strange and new to him, they are only the reminiscences of an experience which is now part of the fruitful soil of his mind. Accurate observation, perpetual comparison, perception of relations, of likenesses and differences—these are the elements and rudimentary germ-points of scientific instruction.

III. The third gift is a cube, which is made up of eight smaller cubes. In this set of exercises the child has to count and recount, to separate and combine, to recombine into different wholes, to compare one whole with another whole; to add to and to take from; and, last of all—or, indeed, accompanying all this—to build and create actual things out of combinations of them. Not till he has done a thing several times is he called upon to

describe its action in words; and this is certainly the true order—the order of nature. A child has thousands of experiences in the world long before he can say one word about them; but when, after all these experiences, he has once got the word, he never forgets it. At this stage, if not before it, comes in the creative effort of the child—an instinct which lies deep in the soul of every human being. The making of mud-pies is one of its beginnings: the building of a cathedral, the framing of a Cabinet, the making of a Constitution may be one of its consummations. Out of his small cubes he constructs a table, or a chair, a flight of steps, a chimney; and he learns to adapt means to ends, to notice similarities and differences, to produce symmetrical things; and all the while his mind is wholly engaged, firmly held, and deeply interested. He is interested, but not amused; for, indeed, he does not want to be amused. It is his frivolous elders who look for amusement; but a child is serious and intent, never frivolous or flighty. He has not yet been spoilt by the series of shallow excitements and irritations, to which we give the name of "the world." His activity has been brought into play—the activity of his hands, eyes, and mind; and his power of origination has also been pleasantly appealed to. The world is full of people who have not the courage to live their own lives, who are original neither in action nor in thought; and it is highly probable that this arises from the tendency in schools to keep down independent activities in children, and the stern repression that often meets the sprouting out of any thought or action of their own.

IV. The fourth gift is a cube of the same size as the former one, and divided into the same number of pieces, but the pieces are of a different form. They are not squares, they are oblongs. Each piece has a length which is twice its breadth, and its breadth is twice its thickness. The child has now, under the guidance of the teacher, to set out on a new course of inquiry, which will lead him to new discoveries, and will put him in legitimate possession of a number of new names for things and relations.

In the fifth and sixth gifts the cubes are cut diagonally, so that the child becomes acquainted with acute angles, can measure these, combine them into right angles, and so on. Some of the small cubes are again cut into halves, and some into quarters. Thus the child learns to manipulate the fractions called halves and quarters; and in his play with these—a play which is kindly and quietly regulated—he learns what a fraction is, and how fractions go together to make up wholes. It is in reference to arithmetic that the value of Froebel's training is—one cannot say greatest, but—most plainly seen. He creates experience before he gives names; he creates orderly experience before he gives rules; he has the child's mind held by a number of pleasant habits before he knows what they are: the child has his knowledge in a concrete form long before the abstract terms are demanded. The learner has, moreover, followed the sequence of nature; and hence, his knowledge being real experience and a part of himself, he can never forget it. He begins with things he can see and handle; he goes on to the pictures of these things; he proceeds to the symbols; and, last of all, he arrives at the merest indices. His experience is firmly based upon tangible arithmetic; he goes from that to visual arithmetic; and, best of all, he can perform any arithmetical operation in his mind. Thing, picture, symbol, sign—these are the four steps. Thus, when he comes to the ordinary school arithmetic, he finds he knows all about it—that it is an old familiar face; and like Mr. Jourdain, who had been speaking *prose* for forty years without knowing it, he has been acquainted with arithmetic from even before he could remember.

But I must not lead you to suppose for a moment that Frobel's thought was simply a better introduction than what we had before to the so-called subjects of the schoolroom. What he aims at with his whole soul is to develop and call forth every power of the soul, mind, and body; and he holds that, in developing the powers of the young and growing body, he is also developing the powers of the young and growing soul.

Every kind of exercise, every kind of game, every kind of occupation, Frobel has set himself to devise and to think out for the benefit of the child. Besides all the devices by which he allures the child "to conform the outward shows of things to the desires of the mind," he has invented a large number of social games, one special characteristic of which is, that they set forth to the young mind events that occur daily in nature and in human society. Here are some examples, which I take from a very interesting and pleasant book, "A Visit to German Schools," by Professor Payne, pp. 46, 47, 48:—

"1. *The Horse and his Rider.*—One child represents the horse, and another, laying hold of the horse behind, follows him as the rider. They set off very merrily; the horse is fresh, but soon shows symptoms of weariness. The pace slackens. He steps in front of one of the children, who represents the hostler of an inn, gets a bait and a drink, and steps on vigorously again. Again, however, the pace becomes slower. He has cast a shoe. He stops at a smithy; the blacksmith comes forward and nails on a new one. The horse goes on again, and comes to the gate of a town, where the rider pays a toll. After a while the pair start for the homeward journey; the rider reaches his house, distributes presents that he has brought amongst his children, and receives their thanks. All is mirth and jollity."

"2. *The Seasons.*—One child is selected for each. To begin with, Spring stands in the middle of a ring formed by the rest. All lift up their hands and sing the song, "Spring" *(Fruehlingslust)*, to denote joy and satisfaction. Then Summer takes his pl ce, wiping his heated brow. Haymaking begins, and the movements of the haymakers are imitated. Summer's song is sung amid rejoicings. Autumn comes next, and harvesting, and so forth, are represented. Then Winter succeeds, shivering, stamping with his feet, rubbing his hands. Then the four Seasons join hands, and dance prettily together; and lastly, all take part, waltzing with real grace in pairs. My heart, I confess, danced with them."

Besides all these gifts and games, come what are called the "Occupations." I cannot enter upon any description of these; butI may at least name them—*Plaiting*, *Weaving*, *Cutting-out*, *Paper-folding*, *Matplaiting*, *Stick-laying*, *Drawing* (in a quadrangular net-work of small dimensions), *Freehand Drawing*, *Pricking*, *Sewing*, *Stick and Pea Work*, *Modelling in Clay*, and many others. Through all of them though unknown to the little learners, there runs a thread of purpose—a high-road which leads to the development of some powers of the hand and eye, which powers are again related to powers of the soul and mind. Froebel thought that, along with manual dexterity, intelligence should go; along with the love of work, the love also of observing. But he saw very plainly that education and instruction had been overdone with books, and overlaid with the thoughts of other men; and that young and growing minds must be trained not only to think, but to act and work—not only to know but to produce. He observed that nature calls upon the child to use its hands incessantly in play; and that one of the greatest punishments you can inflict on a child is to forbid it the use of its hands, as, indeed, is still sometimes done even in infant schools. This perpetual desire for action on the part of the hand he harnessed to the car of education—he enlisted in the work of instruction; and he did his utmost to train it to habits of order, neatness, method, and origination.

Scope of Froebel's Idea.

BY MRS. MARY MANN.

[From the Report of Commissioner of Education.]

Caste, which our Government abolishes politically, is the deepest moral abyss that separates human beings. Education is the only thing that can abolish it morally, and it must be education, that is, *development*, and not mere acquisition, which does not educate, but may add power to evil as well as to good. Knowledge is always power, but it is not always beneficent power. It is a well-known fact that some of the greatest criminals in society have been men of ability and knowledge These, divorced from conscience, made them only the more powerful for evil. The kindergarten idea is to relate the child to God through nature, and from the very first to remand it to conscience as its guide in conduct. Put the right idea into the child with all the skill at your command, and its savagery will soon disappear before that light. Give it an assured feeling of heavenly care and protection, and it will understand how to do good to others, even without appealing to the golden rule, which, if precaution is not taken, may become a selfish rule. Its inculcation will give the intellectual reason for doing right to others; but if love is not invoked at the same time to do to others as you would have them do to you, it may be only a matter of expediency. It is a perfectly legitimate use of the intellect to invoke it for social purposes. We would not be too fastidious, for it is often necessary to call in its aid so far before the love motive can be addressed; but selfishness is hydra-headed, and must be guarded against even there.

The kindergarten system is now widely adopted by intelligent educators, and has already modified education in many places beyond the proper age for its exclusive use. But, popularly, many objections are

advanced against it. This is from ignorance of its true scope and significance, and the prejudice will gradually fade away. The uneducated look upon reading and writing as education. There is an age where these become particularly indispensable, but they do not in themselves educate. We can conceive of very profound education without them; for a living teacher, with nature as an aid and instrument, could develop in a child the faculties of observation, attention, comparison, judgment, without any use of books. His experiments with nature may give him a great deal of knowledge useful and available in life, and the more so because he learns them practically; he may learn many sciences after his observing faculties have been cultivated by the exercises Froebel thought out and organized; he may learn botany, mineralogy, geology, physics, in this way, always supposing his teacher competent to guide him. The earth may be described in its totality by the aid of so much of it as comes under the observation of the pupil, and its history, physical and political, made known to him. His observation of the heavens may be the nucleus which shall be the occasion of his learning those laws of nature exemplified by the position of the earth and other planets in relation to the sun and of other suns in their systems. The plastic arts may be learned by intelligent manipulation of plastic substances, and music and color and drawing give him the elements of the other fine arts. All this could be done on a desert island by the adequate teacher and intelligent pupil, so that reading and writing are not education. They are simply its instruments, though most potent ones. Mathematics is the basis of the intellectual instruction of the kindergarten, offered as material for intuitive conception, not explained by technical words and processes, but made known in delightful constructive plays in which the children are conscious only of amusement while they are imbibing scientific principles And this is fitting, for "God geometrizes," as the insight of genius has expressed it, and can be thus traced better than in any other demonstration of Himself but that of love. The science of numbers grows out of the geometric plays with cubes, and with its aid the square root and the cube root may easily be made intelligible to the child, for he can soon be taught to make squares and cubes of all sizes by combining his blocks. Parallels, perpendicular lines, angles and their relations to the circle, follow inevitably, and, by drawing, the children soon learn to represent them on their slates. The pleasure of making and drawing symmetrical forms is inexhaustible, and is soon demonstrated by inventions of forms of beauty whose underlying principle is mathematical. But care must be taken not to load the mind with definitions and rules. Young kindergarteners, whose mathematical knowledge is at best very limited, must be carefully trained in this respect, for they do not easily understand the philosophy of it, and thus expose the system to be misjudged by the physicians, who know better of what the little brain is yet capable without injury. The kindergartener must crucify her worldly ambition. She is not to work for her own glory; if she does, she has missed her vocation, and is unworthy of this holy work. The occupation of paper-folding is another form in which mathematical truth can be made into means of intuitive knowledge. All the occupations of the kindergarteners, indeed, have similar relations; notably the pea-work, which teaches perspective by the skeleton forms of mathematical solids. The manipulation of this occupation is difficult and should be deferred to the very last of the course, but the embroidery and the paper-cutting also give it, and more easily. If kindergarteners will confine themselves to making children see things with their own eyes and judge and compare them with their own minds without any attempts at abstractions, they will gradually see them generalize for themselves even in words; they do it still earlier without words by the combinations they make of items of intuition. When they can readily generalize in words they are ready to leave the kindergarten for a second stage of instruction. Froebel left additional apparatus for the intermediate class which he proposed, by which the children could carry their mathematical intuitions into crystallography with as much ease as they at first discriminated the ball, cube, and cylinder. The main principle of the intermediate class, as well as the kindergarten, is to study all science in nature rather than in books, and with the objects to look at and handle.

The faculties are thus prepared to take hold of self-education with the help of books as soon as there is sufficient maturity, and no education is complete but self-education. We do not think that progress once entered upon is easily arrested; by self-education it is perpetuated, and society is released from its surveillance over the

education of man when he is prepared to assume the responsibility of it himself. Rightly regulated progress is the great principle that should rule in education. The acquisitions that are made by the continual unfolding of the mind never become a dead weight or destroy individuality of thought. All knowledge that has been founded on intuitive knowledge is living, vital, intellectual life, no other man's thinking but one's own. It may be identical or nearly so with some other man's thinking, but it is not an imposed knowledge. Its source is in conviction, and, as all truth is one, mind will be satisfied with nothing less than the truth, and all minds so trained will be knit together in a true unity.

Psychogenesis.

I.

Dr. W. Preyer, Professor of Pschology at Jena, has published a most valuable monograph on soul-development in which he shows that here as elsewhere the road to truth lies not in fanciful speculation, however fascinating, but in methodical observation of the mind of the child. For thousands of years children have been born and tended by mothers and relatives, and for thousands of years the learned have disputed over mental growth, without deeming it necessary to study the children. Experimental psychologists forget that the nursery is their richest field for research; physicians grow eloquent over the great mortality of children, and furnish ample precepts concerning the nourishment and care of infants, but observations on soul-growth are rare and fragmentary: even teachers seem to be wholly unmindful of the mental development of earliest years, although the child's brain grows as much in the first year as during all the remaining years of life. In order to render education truly successful, *i. e.* in order to enable it to base its labors on actual hereditary qualities and individual capabilities, it is of the greatest importance to investigate the impressions and expressions of the child. For this purpose, it is proposed that men thoroughly versed in physiology (and fathers generally) should carefully and independently observe a large number of children and compare the results. Dr. Preyer with Teutonic contempt for women ignores these altogether in this recommendation; yet it seems difficult to imagine any one better qualified for this important work than a mother "well versed in physiology," fully equipped with love for her child and with respect for childhood. He suggests that each keep a psychogenetical journal concerning his child from its very birth; that he busy himself with his child for some time daily; that he strictly forbid that injurious disciplining which is so highly esteemed by many, and that he answer certain questions by frequent observations and experiments. In every case, there must be free ingress through the senses, without which there is no mental activity; although the first things to be observed are not the senses, but peculiar motions of the limbs that have no relation to the activity of the senses, and whose causes should first be determined. These movements and the sentient activity of the new-born child furnish the starting point; from these in ascending development the primary conditions of mental life—the powers of will, perception, and thought grow.

First among these primary conditions is the will. Here Dr. Preyer explodes the notion, hallowed by the name of the great Immanuel Kant, that the cry of the child at the moment of birth is its first expression of will. He does not even recognize this cry as an expression of pain from a sensation of cold on the entrance of air into the lungs. He sees in it a purely reflex (spinal) excitation of the voice, as in laughter when the skin is tickled. For this he finds corroboration in the fact that many children do not cry at their first breath, but sneeze; and sneezing is known to be a purely reflex action, wholly free from emotion, passion, deliberation, or intention.—Similarly, will plays no part in the more or less rapid, more or less vigorous, but always aimless motions of the limbs by the new-born child. No *external* excitation for these motions can be found; there can be no *acquired internal* cause, because the new-born child is so entirely without experience; they are not instinctive, for they lack a definite aim; they are simply the result of irregular discharges of the *inherited* seperfluous stock of motor energy. Far from being expressions of will, they are due to the lack of this controlling power, leaving the nerves of motion and their muscular fibres free to follow the slightest impulse of the spine.—Again, no will is apparent in the child's truly instinctive movements to satisfy bodily needs, *e. g.* in sucking. The first appearance of the awakening of the child's will, he finds rather in the holding of the head, than in the movements of the limbs and lips. He gives it as his experience

that four full months of effort are needed to render the child successful in holding the head straight. This is followed during the second quarter-year by more or less determined efforts to sit or get up; and then comes—about the end of the first year—standing alone.

"After countless unsuccessful attempts to stand by chairs, tables, or against the wall, it suddenly succeeds in standing for the first time. This erect posture, natural only to man among mammals, is especially noteworthy, because he attains it wholly by himself without any instruction. Let the infant be left to himself, when he tosses about helplessly on a pallet, then begins to creep and to grasp firm objects within reach; let him not be disturbed in his efforts, repeated daily with wonderful persistence, and in spite of failure: and he will surely some day —about the end of the first year—raise himself and stand erect. * * * He stands upright before his happy parents. He does not fall down immediately. He has taken unspeakable trouble to raise himself, has reached his goal, and thereby given proof that his will overcame the weight of his body and the stiffness of his limbs."

The origin of these efforts he finds in heredity. A similar hereditary impulse for motion inaugurates subsequent efforts in the acquisition of walking which, too, are made by themselves when a child grows up alone, the first movements in walking being wholly instinctive. On this account, Dr. Preyer condemns special instruction in walking, with or without appliances. Besides, these instructions are often begun too soon, before the bones have the needed firmness, and bow-legs result. Creeping should not be forbidden, because it is the natural precursor of walking, and aids mental development through the countless, varied journeys of exploration it permits. Of course, not all children succeed at walking at the same time of life, some running well at eight months, while others are awkward at two years. This depends much on surroundings. The following case is instructive:

"At the beginning of the second year of life, a child, standing freely on its feet, suddenly and for the first time trotted around the table, tottering, indeed, yet without falling. From that day on, it could walk, at first quickly and hastily, with outstretched arms, as if intent on preventing a tumble, then move slowly and surely. Within the following month, it stepped over a threshold an inch high, holding by the wall, frequently dangling its outstretched foot, or raising it too high, or setting it down with a thump, like a person suffering from spinal disease. The will but imperfectly controlled the muscles; the impulse to move was sometimes too strong, and sometimes too weak."

Long before this time, however, the development of will-power can be observed in the first grasping movements. During the first three months a pencil placed in the hand, is grasped by the fingers, but the child does so mechanically and unconsciously; there is no emotion, deliberation, or intention apparent. Similarly, it gets hold of a finger brought near the child's little hand, without a trace of intention. Likewise the introduction of the child's hand into the mouth is wholly involuntary. The arms move aimlessly in the air, the hand chances to reach the mouth, and the fingers are sucked instinctively; and, thus, this may become a habit before there is any voluntary grasping.

"In the 17th week I saw for the first time eager efforts to grasp an object to which attention was directed. It was a small India-rubber ball beyond reach, yet the child reached out for it. Then the ball was placed into its hands, it held it for a long time very firmly, put it in its mouth, held it close to the eyes, and then looked at it with a new and more intelligent expression of countenance. On the following day, the awkward but eager efforts to seize all kinds of things held within sight were more frequent. Thus it fixed its gaze on the object, e. g., a pencil, and grasped three times in succession at it when placed twice its own length away, or on its own hands, especially when these had once grasped successfully. At the same time, the countenance manifested eager attention."

From these first experiences, the child passes through the various stages of astonishment and pleasure to the strongest desire, until "at the end of the fourth month it stretches forth both arms towards the parents with an indescribable expression of longing."

On the other hand, it remains for months a stranger to its own arms and feet. "It takes hold of its feet with its hands and carries them to its lips; even in its second year it bites its own arm so that it cries for pain; it offers bread to its own feet just as it would to a wooden horse with which it plays. There is no trace of self-consciousness." In the meantime, however, the sensations of sight, smell, taste, hearing, and touch have been co-ordinated more and more fully, and it learns to recognize objects more and more clearly as the centers of a variety of impressions, learns to separate them from each other as distinct individualities and thus, in due time, is led to fuller consciousness of the unity and distinctness of its own age. It grasps more and more with deliberation. Its will is developed; a weak will, it is true, a simple deliberate impulse to satisfy a longing, yet the germ of the same will that subdues the elements; a will, so manageable that the slightest influence will change its object; a will without a trace of self-control, yet the beginning of that untrained stubbornness which yields to no control and to no consideration of wisdom

and virtue, as well as of that divinely disciplined firmness of character which controls every impulse in the light of the highest ideals of humanity.

Free Kindergarten of Chicago.

[From the Chicago "Inter-Ocean."]

On the southeast corner of Milton avenue (better known as Bremer street) and Hobbie, stands a plain two-story frame building, evidently once a retail shop of some kind on the ground floor, and a dwelling above. All about it, for a half mile and more, stretches a manufacturing district, filled with foundries and factories of many sorts, belching smoke and soot and steam, and resonant with the din of hammers, the shrieking of files, and the whirr and jar of machinery. Filling all the spaces between the factories are tenement houses, crowded with denizens of all races, complexions, habits, and languages; of all types of social virtue, all shades of religious faith, and all hues of infidelity. What one sees from the street is nearly all forbidding-looking. However wholesome the moral atmosphere of the shops, one perceives that most of the tenement houses are crowded, from basement to attic, with the victims of toil and penury, including many a pitiable specimen of over-strained, coarse, untutored, wretched humanity.

In the midst of this neighborhood, and easily accessible to the delightful residences of upper LaSalle street, stands the building alluded to in the opening of this description. Around its doors and windows, whenever the day is at all pleasant, you will see from one to a dozen women and children, looking in upon some forty to fifty children, of 3 to 6 years of age, who are intently busy with bright-colored papers or worsteds, drawing-pencils, and all the numerous implements, occupations, and gifts of the kindergarten; or who are singing and keeping time to their own notes and the instrument as they go through the graceful sports of this child-garden.

This is the free kindergarten established by Mrs. Blatchford for the benefit of the children of the neighborhood above described. It is a sunny spot in the midst of that grimy disc in which these children have their homes, that all the soot and clouds out of doors cannot obscure.

This school was first opened in the North Side Tabernacle, on June 16, 1879, with forty pupils enrolled. It had two teachers, Miss S. E. Walker and Miss Mollie Jones, the assistant. The Trustees of the Tabernacle let the school have the room rent free, Mrs. Blatchford furnished fuel and all incidentals, besides paying the salaries of all the teachers. Last spring the present premises were purchased—valued, with the lot, at $3,500—and dedicated to kindergarten use. The building is in the heart of the neighborhood to be benefitted, and is every way pleasanter and more suitable for the school, than the tabernacle.

The school is now in charge of Miss Mollie Jones, a niece of Mrs. Joseph R. Putnam, the kindergarten training teacher, who has conducted a kindergarten and training school in this city ever since 1876. Miss Jones is assisted by Miss Fanny E. Roe. Both of these ladies have studied arduously and conscientiously to fit themselves for their work, to which they are ardently devoted.

As for the operations of the school, it will be impossible to convey a clearer apprehension of the spirit of the institution than is expressed in the following simple, frank, and elegant monthly report of Miss Roe, which we have asked the privilege of publishing complete:

"We opened the kindergarten, Aug. 29, with twenty-two children. Since the first week the average attendance has been forty-one. Thirty of the children were with us either the whole or a part of last year. The readiness with which they took up their work was very encouraging. They are delighted to come back. We have twenty children now who are under 5 years of age; some not yet quite 3. We are glad to have them begin so young, because much more good can be accomplished, we think, by giving one child three years' training than by giving three children one year's training, as in one year we can hardly do more than prepare the soil.

The sad events of the last two weeks gave us a most precious opportunity to awaken the sentiment of patriotism in these little hearts. They were excited about the somber drapery which even the poorest houses wore; but, upon questioning them, we found they had no idea of its signification. So we told them of the great man who, last spring, was made President of our country, how the flags were flying and everybody rejoiced, and cried "Hurrah for Garfield!" [some of them remembered that] and that just a few days after kindergarten closed he was shot down, and all through the hot sum-

mer he had to lie in bed and suffer pain, and was never cross; and that now he was dead, and we draped our houses to show that we were sorry. And we suggested, as he was their President, that each should bring a penny to buy the "black and the white" for the kindergarten, because they were sorry too.

"The next day they brought the pennies, and when they were counted there were 101. Every child responded. One little boy was sick, and his mother brought five cents for him. The drapery belongs to them, as does also the picture of their President, which we are going to have framed and hung in the room with the flag. They are interested in his life, and they will learn to love his memory and the country for which he lived and died.

"One of the most active boys was run over in the street and his leg broken. He has been lying in bed for three weeks, and we are surprised at his patience. We lent him a box of blocks, and a friend of the kindergarten gave him a small, low table, which he can stand on the bed, and every few days we carry him some kind of work. He made a very pretty design in sewing to-day, with green and gold wool. It is a pleasure to see him, he is so bright and happy. His eyes brightened as he told me: "Next Tuesday I am going to have the stick taken off my leg and then I can move around in the bed." One morning when I called, the air of the room was close and disagreeable, and the mother astonished me by apologizing for it.

"It is sometimes a little difficult to decide what children shall be admitted to the kindergarten. There were two little girls who seemed to be always on the street, and stayed about our door a great deal last spring. We wanted to take them in, but had no room. This fall we asked them to come, but the mother appeared so very indifferent that we wished we had kept the place for others more appreciative, as we thought that they would soon drop out. But so far they have not been absent, and have been tardy but once. They are always neatly dressed, and have improved faster than any of the other new-comers, and that week the mother herself spent most of the morning in the kindergarten. Most of the parents are eager to have their children in kindergartens, and some of them have a keen appreciation of their privilege. One mother said: 'It is the greatest favor that any one could do for my children. The street is so bad for them. I cannot always keep them in.' Although I had called on her before, I had not told her how the kindergarten was supported. At this visit I told her that a good lady, who had little ones of her own, felt so sorry for the little children whose only play-ground was the street, that she paid all the expenses of the kindergarten, and she longed to have them grow up to be good, industrious men and women. I wish you could have seen her face as she said, 'I did not know there was any one so good;' and over and over again she said, 'She is a good lady, a good lady.'

"As I tried to explain to her how in the kindergarten the children are acquiring habits of industry, she said: 'Yes! and they must begin when they are little, or they will not learn it. And their parents must teach them, too; it is their parents' fault if they grow up to be lazy.'

"Another mother, who is unusually neat and clean, showed me, with much pride, her little boy's book of work which he took home at the end of last term. She said: 'You must have great patience to teach my boy to do that. I can't learn my children nothing good, I am so bad.' She expressed great gratitude to you. She said she did 'want to thank somebody.' She tried to write a note to Miss Jones the last day of last term, but could not, 'because,' she said, 'it made me cry so, I am so bad. I went to the kindergarten one day, but I cried so I was ashamed to go in. You could not do nothing with that boy,' pointing to an older child. 'He is bad. He must always be hammering something. I can't make him sit still.'

"I told her as gently as I could that I didn't think it good for children to keep still very long; that sometimes when boys' hands were not busy, they would think or do some other bad thing, and if they were idle too much they might learn to be lazy and grow up to be loafers, and perhaps even become drunkards, while if they had plenty of work to amuse themselves with, they would learn to love work and grow up to be industrious men; so busy and happy in their work that they would not want to spend their time in saloons. She looked at me earnestly as I said this, and answered slowly, 'That is so; I did not think of that before.'

"I sometimes hesitate to express my thoughts, lest they should consider it interference; but these are but two of many instances of their gratitude, and their readiness to receive anything we may say to them."

Programme of the New French Minister of Instruction.

Not long ago Paul Bert, the new French Minister of Instruction, was tendered a banquet by some five hundred teachers of both sexes, in recognition of his ability as an educational reformer. The address he delivered on this occasion and which fills nine columns of the *Republique Francaise* gains additional significance by his late elevation to Gambetta's cabinet, where an opportunity is offered him to carry out the programme laid down in the address. We furnish below a synopsis of the chief portions of this programme whose realization must secure France the intellectual leadership of Europe and make her the paradise of teachers.

"It is high time," says Paul Bert, "that all should be changed and reformed: the school, instruction, and the condition of the teacher. The school-house should be beautiful,—nay, magnificent. Even in the smallest village of France, it should be the finest building of the town. It should be to the people what the church was in times of faith to their fathers: a sacred place and a symbol, viz, a symbol of science, this queen of modern times, in whose light man investigates, uses, and controls all the forces of nature for his personal benefit, with whose help he betters and embellishes his earthly existence

"The school should be large, spacious, healthy, and so arranged that each teacher has never more than twenty or thirty pupils under his care. It should be provided with a garden, a court-yard, and a covered play-ground for recreation in bad weather; there should be a heated reception room where the children in wet weather can dry and clean themselves, so that they may afterwards attend instruction without danger to their health. Furthermore there should be a suitable place for gymnastic exercises, where the child may train the body and learn to use his limbs; a small laboratory, where the child is made familiar with the chief experiments that have enriched the race; and a workshop, where he can learn to draw, to model, and, indeed, to use all the tools which man employs in transforming and controlling raw material. We want school furniture that does not torture the flesh, and an abundance of appliances for teaching.

"Is France not rich enough to pay for the instruction of her children? Is this broad land into which millions flow from all quarters of the globe, unable to pay the cost of first establishment, the expenses of putting into active operation the work-shops where her citizens are to be educated? Yes, we want—and we shall have—abundant teaching appliances, maps, globes, charts, tables of history, collections of natural history, physical and chemical instruments, models, products of industry, books, libraries, etc."

The school, he thinks, should have nothing to do with instruction in religious dogmas, but it should think seriously of organizing ethical instruction.

"On this question the dogmaticians with good and those with evil instructions say to us: You have no right to give instruction in morals, until you have defined the basis of morals, and until you have fully and clearly shown the nature of good and evil, and then they would impose upon us the strange condition, that we must work through the swamp of metaphysics in order to obtain firm ground, if, indeed, firm ground can be found there.

"With the dogmaticians with evil intentions we have no concern; the others must be answered, and I answer them: You have for centuries impeded the progress of the human mind. I know you well enough. In the middle ages you maintained there could be no physics nor chemistry before the nature of force and matter were accurately known; that there could be no physiology before it had been established what life and the vital principle are. You have hindered us for a long time, but now we have marched past you. It has, at last, been found that, if it is at all possible to apprehend a fundamental principle, this can be attained only by means of a long and laborious study of facts and phenomena from which laws can be abstracted. Keep your metaphysics, and continue to revolve in your circle; for our part, we have a science of physics and chemistry in good condition that has done much good in the world of science.

"What has been done for the physical sciences, will now be done also for ethical science. Instruction in morals will be followed by instruction in moral science which we shall introduce into the schools; then follow the language, history and literature of the nation, the knowledge of our institutions and of the principles on which our democratic society rests; in short, instruction in citizenship. This is the true reason why it is an imperative duty of the state to provide for public instruction. I shall say nothing against liberty to teach; but I have little faith in

it, and even fear it in a state where the Catholic church is all-powerful and has the power to confiscate all public liberties and to transform them into instruments of slavery. However, I am willing to admit that the teacher of a private school can very well teach all sciences and all literature without the intervention of the state; but what renders the public school and public instruction not only proper, but indispensable, is instruction in citizenship. Is it possible that a society should prosper, which permits a large number of its children to be brought up in absolute hostility to the principles on which it rests, thus permitting insurrection to be organized and prepared in the very schools? Ours is such a senseless and blind society. It is high time that this should cease to be the case. In this it is not implied that the school be transformed into an arena for the politics of the day; or that the teacher should state his opinions of the various parties, or defend certain ministries, or judge of the merit or demerit of certain senators for life. The teacher's task lies in a different direction. First and foremost, he should teach love of country, then the independence of civil society, respect for the national sovereignty, equality before the law and before the posibility of attaining any public office, and respect for liberty in all her phases.

"Now, that we have increased the duties of the teacher and made his task a higher and more difficult one, it behooves us to improve the condition of the teacher, both materially and morally; we must secure him a sufficient salary and pension, and he must have full freedom within the limits of his responsibility.

"In the first place the minimum salary must be sufficiently large to justify the state in prohibiting all wasteful or humiliating secondary occupations. Then the modest, faithful, zealous servant of the state must feel sure that after a certain term of service, he be protected with his family against want. Again, the teacher who distinguishes himself and who is specially deserving, should be rewarded, so that his example may encourage the young and the beginners, and this reward he must receive in the same place in which he has done the service, for the ceaseless wanderings of teachers must come to an end. Finally, he should be pensioned before his *phys cal and mental powers are exhausted.* This should be done in the interest of instruction as well as in that of the teacher; after a certain time, he should be permitted to retire, without losing the fruits of his labor or incurring disadvantage in any direction."

In this connection, it is interesting to note that Paul Bert proposes to devote special care to the training of female teachers, more particularly for smallest children, and that they *should be paid the same salaries as male teachers.*

Concerning the moral improvement of their condition, he says: "You want to be the masters in your own houses. You do not want the school to be a place where every one may give orders, except the teacher, and where every one may come and go at pleasure. You wish, in the first place, that your supervising authorities, as is the case in all other branches of public administration, be your natural protectors and defenders until you have been proved unworthy. If you have committed a fault, you want to be judged by competent persons, and you want your sentence to be passed after you have been heard and have developed yourselves, and not on the basis of secret orders and without regular investigation. You want to be public officers, with fixed rights and duties, and with accurately defined responsibility.

"We want the teacher to be free and respected. We want complete and serious instruction for all children, even for those of the meanest village; for all children have equal claims upon the care of the state."

We have omitted in our synopsis many matters that seemed to us specifically French, desiring merely to show the general drift of emancipation that pervades this important address, which was greeted with applause throughout France, especially by the teachers.

Duties of Medical School Inspectors.

[From the Report of Dr. E. Janssens, Inspector of Health in the City of Brussels, Member of the Royal Academy of Medicine, and of the upper Council of Hygiene, etc.]

TRANSLATED FOR THE NEW EDUCATION BY MRS. HORACE MANN.

[In 1838, Horace Mann, in an educational lecture, mentioned that Belgium was behind all other European nations on the subject of education. In the last 42 years it has made a wonderful progress whose present results and more advanced and advancing views were brought to light in the International Educational Congress, held at Brussels in August of this year, 1880. That nation has apparently realized the great truth that to reform society

it is necessary to begin with a generation of children.]

A short time ago, at a meeting held in Manchester, D'Israeli speaking of the amelioration of the condition of the working class, expressed himself in the following terms:

"In my opinion, the amelioration of the health of the people is the social problem which ranks above all others, and which every man of state, every legislator, no matter of what party, should take into consideration before any other improvement. Healthy habitations, pure water, food of a good quality, abundance of air—such are the conditions by whose aid we can contribute to the well-being and happiness of men. I repeat, *the hygienic questions take rank in importance of all others, and there are no more elevated ones for a truly practical statesman.*"

What the prime minister of England said of the working class we might apply perfectly to a not less interesting class, a class drawing not less upon our sympathies, that of children of school age. What is needed to secure to that large class which represents the future of the nation, the benefits that result from the progress of the social sciences? One single reform, viz: The legal establishment of a hygienic and rational surveillance of the school. Now to whom has been confided this beneficent and moralizing task? Till this present time, it has devolved upon the instructor in whom the best will in the world cannot take the place of a competency for the task which is inevitably wanting in him. Pedagogic, scientific, even ecclesiastical inspections exercise a permanent official control over the school; the hygienic and medical inspection alone has been forgotten. In 1874 Brussels was endowed with a *bureau of hygiene*, which necessitated the nomination of a board of special physicians. One of the first administrative measures that emanated from the bureau was to withdraw the inspection of the schools from the physicians of the poor, in order to confide them to five physicians of the hygienic service, which was placed under our direction. Our first attempts in this new work were modest. A hygienic physician is not made at a moment's notice. The diploma of the university, however brilliant may have been the medical or the surgical studies, gives no guarantee relative to special studies made by the recipient in such or such a branch of medicine, or of surgery; and the young physician, who with us may feel himself drawn toward the career of hygienic medicine, will do well to say to himself that he has yet every thing to learn, and that in default of dogmatic teaching he will himself be obliged to form and slowly assimilate the special knowledge that relates to his future functions.

We have therefore more specially directed into this path the physicians appointed to the bureau of hygiene to whom has been confided the permanent inspection of the communal schools. We have put at their disposal the special publications as well as all the scientific resources that the communal museum of hygiene, now in process of formation, can furnish them. We have seized every opportunity to make them appreciate the high importance of the functions devolving upon the inspecting physician of the schools. It is upon him indeed that is incumbent the important mission of breaking the ground, yet so little explored, of preventive medicine in its application to the public hygiene. The qualities required in a medical inspection of schools are numerous if he wishes to be at the highest point of his delicate mission; above all he must have a very well developed sentiment of duty, a natural sympathy for childhood, and especially for the disinherited children of nature; he must have very varied technical knowledge, besides the indispensable notions of hygiene and general and special pathology; this knowledge he must sustain by the assiduous reading of publications, home and foreign; whoever wishes to keep in the current of scientific progress must begin by making himself a polyglot. He must also be familiar with the use of certain instruments, such as the anemometer, the hygrometer which it will often be necessary to use in order to be able to appreciate the condition and the movement and condition of the air in school-rooms; he must also borrow technical views from the art of the architect, the science of the engineer, the physicist of the chemist; he must know thoroughly how to use the reactive principles employed to detect certain impurities of the ambient air or the drinkable water subjected to his analysis. He will have manifold opportunities to utilize the knowledge he has acquired by the use of the microscope, a science from

which the public hygiene borrows largely in these days. In short, it should be desirable for him to possess some aptitude in order to make himself easily understood when he wishes to give children some elementary notions of hygiene, when he wishes to depict to them, for example, the results of the abuse of alcoholic drinks and tobacco, the dangers of quack remedies and of the prejudices that constantly revive against vaccination, when he would develop certain critical observations which his weekly visits will furnish him the opportunity to make,—for example, on the subject of bad modes of sitting and causes of near-sightedness, and of the use of too warm or too light clothing, etc.

But it must not be lost sight of that all these aptitudes are to be acquired but slowly; it is only by sustained application and a rigid observation of all that presents itself daily to his investigating eye, that he will come to feel himself master of his art and to possess what the ancients called the *oculus medicus*, a term which is to be translated the *hygienic eye or tact*, that precious quality which he can acquire in the long run, but which neither instruction from books or from the chair of the university can give him.

These preliminaries settled, we proceeded to the examination of the question formulated by the progress of this section. How far must the powers of the medical school inspector extend?

The school, in a medical point of view, may be considered in four different aspects. We must first examine the premises and study them under the double relation of 1st, the construction; 2d, the use made of it. Then comes the inhabitant, *the child* and he is to be considered: 3d, in the state of health, and 4th, in the state of illness. At last, the sick child may be considered; *a*, in an individual point of view; *b*, in his relations with his fellow pupils, his family, and society.

1. Construction.—The medical inspector must know all the hygienic exigencies of the school building, with its class-rooms and their dependencies. He must occupy himself with the natural and artificial lighting, with the choice of the apparatus of heating and ventilation, and perseveringly devote himself to the study of the numerous questions which make a part of the code of modern school hygiene. * *

Use of the Premises.—The best constructed buildings may be rendered unhealthy by the negligence of those who use them. It is for the physician to watch with vigilant eye over the evils which may be produced by the disordered play of the apparatus for heating or ventilation; to control the conditions of the furniture in reference to the children's height, size, etc., the care of the building, the state of the walks, the privies, the drains and other dependencies; and on the first conviction of any thing that will compromise the salubrity of the premises, to refer the matter to the proper authorities.

His attention will be particularly given to the purity of the air, to its alteration by dust, by fetid gases, by corporal eminations, by the oxide of carbon and carbonic acid in excess.*

He will cast his eye over the thermometric bulletins which are to be hung up in every school-room and make sure that the four daily observations are duly registered by the instructor or his delegate.

In a word, he will verify whether the instructor has properly acquitted himself of the surveillance incumbent upon him in reference to renewing the air of the school-rooms, and will take an opportunity to recall to him that aphorism of a celebrated hygienist, "We breathe the atmosphere that we make."

In his daily observation of the temperature, he will not be satisfied with the averages collected by the instructor in a given place, in the class-room, always the same, where the thermometer is placed, but he will personally assure himself of the temperature at different heights, on a level with the floor and at the height of the children's heads, and will note in order to remedy them the differences between the different layers of air.

The Child in Good Health.—The aim of the modern school is to favor by every possible means the progressive development of the child in a physical point of

*In the bureau of hygiene we successfully use the rapid method of the quantitive analysis of the carbonic acid of the air; this method which is used in Germany and England, and in the United States, consists in the reaction of a litrée solution of oxalic acid upon lime-water or baryta which has been put in contact with a given quantity of air to be analyzed.

As to the oxide of carbon, whose toxic action on the globules of the blood is known, the presence in the air of the school-room may be revealed by the assistance of a reactive paper prepared in a neutral solution of chloride of palladium.

view: the medical inspector should then be called upon to take part in the general regulation of every establishment under his superintendence, and have his word to say in reforming the programme of studies whose arrangements are generally a little too ambitious.

The gymnastic exercises should alternate with the lessons in a much larger proportion than is customary at the present time.

Before the age of fourteen years it is difficult to fix the atttention of a child for a whole hour upon the same subject; this is why the modern school of Brussels has adopted the uniform system for all class rooms, which consists in alternating three-quarters of an hour of lesson, with a quarter of an hour of recreation. It is also necessary by every possible means to combat the abuse of the sitting position and watch carefully that the children shall keep in a correct attitude, conformable to the laws of physiology. Many things might be learned standing, where there is no writing exercise connected with the lesson, for example, everything connected with the natural sciences, physics, chemistry, mechanics, all the object lessons. The duration of these standing lessons should not exceed half an hour.

The gymnastic exercises out of school should be regulated according to the seasons. In winter, the marches may be more rapid; in summer, the instructive walks alternate with swimming. This last should be frequently repeated, in order to cure children of that horror of water which seems to be innate, and habituate them to frequent and long ablutions, so warmly recommended by Dr. Dailly of Paris in the last Congress of Hygiene in Brussels. It may certainly be asserted that the bath is not abused in France and Belgium. We ought to follow the example, in this respect, of the Anglo-Saxon races.

The hygienic physicians should proscribe every thing which would recall the acrobatic gymnastics of the ancients which necessitated apparatus for safety and a soil covered with a thick bed of sawdust, too often powerless to prevent serious lesions. At the present day, free space, a spring board, dumb-bells of all dimensions, poles, a horizontal bar and parallel bars are the apparatus of the best gymnasiums.

The surveillance of the physician should be exercised over certain infirmities which need special treatment at home, and which will not allow of gymnastic exercises. He should also, on the same principle, oppose the too excessive preponderance of the *right side of the body*, and thus favor the formation of forms more or less ambidexter. In this way a tendency to spinal crookedness may be obviated in many a child.

If in summer the excessive heat should render the constant attendance at school prejudicial to the child's health, he should not hesitate to prescribe a temporary suspension of lessons whose place could well be filled usefully by instructive walks.*

The duty of the medical inspector, in short, is to favor by every means in his power the physical development of the healthy child.

As to the intellectual education, he has a right to make it an object of his investigation. It is proper to abandon superannuated methods in which children are overwhelmed by superfluous details, their memories wearied, their attention fatigued and their brains falsified by indiscrete abuse, the reaction of which will be dullness. Pedagogy and hygiene must league together to devise how to lighten the programmes.

[In the succeeding paragraphs Dr. Janssens speaks of the value of statistics in controlling and bringing to light the effects of the school regime on the health and development of the child, but assigns the full discussion of this subject to other members of the International Congress. —Ed.]

WE HAVE RECEIVED from Miss Peabody a cordial response to our call of October. She says: "I am very happy to add my name to the call for the mid-summer convention at Detroit; I hope I may be able to be present. There will doubtless be celebrations of the birth-day in Boston, Florence, New York, Philadelphia, Baltimore, St. Louis, Chicago, and San Francisco; and I think it well that to all these local conventions of the 21st of April, it should be suggested that they elect delegates for the Detroit Convention, or draft an address to be made to it in the spirit of a general unity."

*In the commercial schools of Brussels, lessons may be suspended when the temperature exceeds 28° (Centigrade.)

Free Kindergartens of Philadelphia.

Mr. Hailmann:

I am sure you will feel interested in hearing about the Free Kindergartens of Philadelphia. Three years ago this autumn, the first of the Free Kindergartens was opened at Twenty-second and Locust streets. Under the genial influence of Miss Anna Stephens, this Kindergarten was begun and continued successfully for two years by her, and now, while she is finding rest and pleasure abroad, the other Kindergartens have taken up the work. The day of my visit, as I entered, forty little children were marching and clapping very rhythmically, and soon took their seats for cube work. I saw some very nice building, some from direction, and later from invention. I was delighted with the charming way the children talked about their work, and the interest each seemed to take in what the others were doing. There was considerable freedom in this kindergarten, but I saw no disorder, and I left with the feeling that forty little waifs were gathered every day from the alleys and their miserable homes, and brought to the child-garden, where the sunlight of love shone upon them, and that their little feet were being led in pleasant places. This kindergarten, and some of the others I wish to write you about, are under the charge of Miss Hallowell, who not only gives the children the healthful influence of kindergarten training, but material aid is added. I next visited the Nursery Kindergarten, Twenty-second and Lombard streets. I thought, as I entered, how happy these children must be in this beautiful sunny room with their bright and genial teacher. They were talking about leaves—it seemed that some of them had lately visited the Park, and some talk had brought up the subject of leaves. Their observations soon showed how seldom had they enjoyed the grateful shade of that beautiful place, and as they were telling what their eyes told them, and what their fingers told them about the leaves, etc., one could see that attention was being called to the cultivation of the senses, so essential to the very young; here I heard some very sweet singing, and saw some hearty playing that was not boisterous, but thoroughly enjoyed. While the kindergartner was speaking a word or two to the visitor, the children all rose, and one of the older ones led a march, and the others followed singing. I ventured to say, See! Your children are all up, and marching. Where are they going? It seemed to be quite the thing, and we followed them into an adjoining play room, where they wound themselves round and round, in and out, in a marvelous way. When we think of the material of which such a kindergarten is composed, and the change that must have taken place in the children since the first day of their entrance, we must rejoice that this blessed influence is given them.

There are three good kindergartens for the colored children that I have visited at different times, which are well conducted. One at the Church of the Crucifixion, another at the Working Man's Club, while the third is at the Alaska Street Nursery. Really beautiful bright faces gather to these kindergartens, and the delight and ardor with which the children work, and the animation they display, in playing and singing, is really worthy a visit. The number of children, and their constant attendance, show how they love their teachers, and how their teachers love them. I have still another to mention—the Bedford Street Mission Kindergarten, just opened. At this mission, where wonders have really been accomplished in other directions, they have introduced the kindergarten for the little children, and a beautiful work has been begun from which great results are hoped, as Mr. Long, and the teachers of the older children at the Mission School, have shown so much sympathy and interest in this new work, that we feel sure the kindergarten will be blessed; and the kindergartner reports that she is much encouraged by the children's cleanliness, and gentleness to each other. At Sixteenth and Poplar streets, at the Union Temporary Home, the kindergarten system is introduced, and the pleasure I have enjoyed while visiting them during the summer, was very great. The very pleasant relations between the children, and the kindergartner, and the steady growth of good order, and joyous industry, has gladdened my heart. The conditions for the kindergarten are very fine here, having a large yard for playing, and once a week all the children spend a day in our Park. The health and cleanliness of the children showed at once that they certainly are very well cared for in "The Union Temporary Home." At "The Northern Day Nursery," we find a kindergarten for the children too young for the public school, and where good work is being done. I have not had the pleasure of looking in upon them yet, but I hear from them often, and know that the spirit of Froebel is being carried out there. At the Lombard Street Nursery connected with St. Peter's Church, the kindergarten is still continued, and the numbers testify to the hold the kindergarten has upon the hearts of the children, and their mothers, for here they leave their little ones while they go to their work, and often I have heard of the mothers saying, when urged to leave that locality for some other home, "We cannot leave the kindergarten." At the Reformed Church, Twenty-first and Chestnut streets, will be found a beautiful kindergarten and parish school, where through the munificence of Miss Harriet Benson, every proper facility is furnished to kindergartner, and teacher, for doing fine work with the children. This hasty sketch of some of the free kindergartens will give you an idea of the amount of good that is being done for the children of the city, and their parents, through them, owing to the liberality of individuals, for which Philadelphia is especially distinguished. Five of these free kindergartens mentioned are under the care and supervision of Miss Anna Hallowell, who is untiring in her devotion to the good cause, and her sympathy and co-operation with the kindergartners in their work is a helpfulness to them, and I feel that I am simply doing her justice when I express my belief that her influence and liberality, quiet and unostentatious though it be, is the underlying power which has caused this marvelous growth of the free kindergartens for the poor and degraded children of our city. M. L. VK.

Letter from Chicago.

Dear Mr. Hailmann:

If I didn't second your motion in regard to the anniversary of Froebel's birth, it is not because I am not interested. We have talked about it here a good deal, and feel that we ought to make some demonstration that will in some way be fitting such an occasion.

For myself, I have been hoping that Miss Blow would in the name of the kindergartners of St. Louis make some announcement of their programme, and invite the kindergartners there. I say this because they already have so large an organization there. They are working so in harmony with the public of that city that it has seemed to me that that was really the central place for whatever the Western kindergartners might wish to do. It is not every city where there are good kindergartners, that has or will acknowledge as St. Louis does the benefits of

the work. I think that a consolidated effort would be more effective for our cause, than small gatherings here and there through the West. I want to see next spring something like the "Altenstein" festival—don't you? In St. Louis they have the body of children ready for it, without any special drill which would spoil the thing. I think every kindergartner should make a special effort in her own circle—whether large or small, to bring the New Education before the public at that time.

I don't think that if Miss Blow or Miss Fisher knew that kindergartners would like to be present at their festival, we would have to wait long for an invitation.

Enclosed you will find the article I spoke of. Will you not publish it? And do, I beg of you, comment upon it. The article has touched me, very deeply. In my large kindergarten this winter I have had more opportunity than ever to study temperament, and my talks with the mothers have opened up mines of truths that I have felt before only dimly, yet I have not seen the way clear to work upon them. It seems to me that the first and last and intermediate effort of the kindergartner must be to teach the children self-culture. We must get the mothers to feel with us, that a well-balanced character is the highest and best thing they can wish for their children; and they must be made to feel that the New Education alone makes that its goal. Other systems may look towards it—may *do something* towards it—but so far as I know, only the dear Froebel teaches us just exactly *what* to do for the will, the thought, and the feeling; it seems to me there is no other special way. If we take the simple meaning of the word "sanus," isn't it enough to make one tremble to think how *un-* "safe," how *un-*"sound" we all are in many things? If we find in a school of 150 pupils so much work to do, both in ourselves and with the children, to develop the right sort of character, the responsibility of a teacher's work would seem tremendous, if it were not for the thought that there's time to do it in, and that what we *can't* do somebody else can. It is all the Lord's work, and He is going to see that it is done. We ask for time to do our little bit, and He has a right to ask us to *wait*, too.

Maudsley says: * * * "There must be a sincere desire and resolution to bring the feelings and thoughts into harmony with nature, and to develop the powers of the mind to the utmost. There is hardly anyone who sets self-development before himself as an aim in life. The aims which chiefly predominate—riches, position, power, applause of men, are such as inevitably breed and foster many bad passions in the eager competition to attain them. Hence, in fact, come disappointed ambition, jealousy, grief from loss of fortune, all the torments of wounded self-love, and a thousand other mental sufferings—the commonly enumerated moral causes of insanity. They are griefs of a kind to which a rightly developed nature should not fall a prey. There need be no disappointed ambition, if a man were to set before himself a true aim in life, and *to work* definitely for it; no envy, nor jealousy, if he considered that it mattered not whether he did a great thing or some one else did, Nature's only concern being that it should be done; no grief from loss of fortune, if he estimated at its true value that which fortune can bring him, and that which fortune can never bring him; no wounded self-love, if he had learned well the eternal lesson of life—self-renunciation."

Now, please write a sermon for us on the old text, "Mens sana, etc."

ALICE H. PUTNAM.

Chicago, November 20, 1881.

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Books and Pamphlets.

Reminiscences of Frederick Froebel. (Erinnerungen an Friedrich Froebel.) By Rudolf Benfey, 136 pages. Coethen: Paul Schettler, 1880. This is a most interesting sketch of Froebel by a warm admirer and personal friend. It gives in the first and second chapters a rather humorous account of the manner in which the writer's attention was called to Froebel, and how, after many futile attempts to meet him, he at last found him by accident. In the third chapter he gives an account of a three weeks' stay at Keilhau, where he prepared himself with Middendorff, Langethal, and Barop, for a visit to Froebel. The fourth chapter, describing an afternoon with Froebel, we translated in the February number of last year's volume. The remaining chapters treat successively of the festival at Altenstein, the first week at Liebenstein, "the week of clear insight," several digressions, a second stay at Liebenstein in 1852, and Froebel's death. The whole is interspersed with a great number of interesting reminiscences of persons intimately connected with Froebel, and with full accounts of weighty conversations, and furnishes a life-like, "speaking" picture of the great master. We print a translation of one of these interviews on another page, giving some of Froebel's views on the teaching of natural science; the interview gains, perhaps, in interest by the fact that it occurred only fifteen days before his death. The admirers of Froebel and friends of his work owe a great debt of gratitude to Mr. Benfey for this charming sketch; we commend it to the notice of our readers. It would form a most welcome appendix to a future edition of Madame Marenholtz-Buelow's "Reminiscences of Froebel."

The Franklin Square Song Collection, containing two hundred favorite songs and hymns. New York Harper & Brothers, 1881. Price 40c.

A very excellent collection; not new, but good; not fresh, but tried; the comments and historical notes that accompany many of the songs, are of great value. The musical arrangements (in four parts) are classical and well printed.

Four Public Lectures, in the interest of the Froebel kindergartens of Zurich. Schroeter & Grisch, 1881. The first two of these lectures are devoted to the "Art of Story-telling" (Die Kunst des Erzehleus); the third to the "Fundamental Ideas of Pestalozzi and Froebel"; and the last to the "Educational Influences of the Kindergarten." The reader will find a synopsis of portions of the third lecture on another page, under the title of "Froebel in the Elementary School."

Erziehungs- und Unterrichtslehre (Pedagogis), by Dr. Wilhelm Fricke. Mannheim: J. Bensheimer, 1881.

This is a remarkable book, written by a veteran in the "new profession." It represents a conciencious and successful effort to find the good in the various more or less hostile, one-sided ideals and methods of education, and to discern the laws on which a full, all-sided development must rest; an earnest and happy attempt to *connect the contrasts* of the science and art of teaching as represented by their various advocates. The book is published in six parts of about 125 octavo pages each, and will when completed be one of the best manuals extant. Our readers will find on page 112 (October number) of the *Messenger* a translation from this book. We hope that the work will be speedily translated into the English language. Its broad views, wide scope and practical character adapt it wonderfully to Americen wants.